

Appendix I: Glossary

Concerns - These are items that the Review Team has identified as needing attention as the institution/program continues to develop. It is expected that the concerns will be addressed in any follow-up report from the institution.

Consideration for Further Program Development - The Review Team may make suggestions in relation to the ROPA Standards that provide an opportunity for team members to share their expertise with programs or institutions.

Commendations - The Review Team includes in its report comments regarding those practices/materials that are noteworthy of recognition and praise.

Design Document - This document has been prepared by the institution as part of its new program proposal.

External Review - The review of an educator preparation program that is conducted by a team of people not connected to the institution.

Focused Visit - The VSBPE or Review Team may require a follow up visit to determine if concerns and/or stipulations identified by the Review Team are being adequately addressed by the institution.

Grade Expectations - This document provides more specific and detailed benchmarks for *Vermont's Framework of Standards and Learning Opportunities*. A complete copy of the *Grade Expectations* can be accessed at the following address:
<http://education.vermont.gov/new/html/pubs/framework.html>.

Institutional Portfolio - The document prepared by the educator preparation institution as a result of its self-study. It addresses the entire program approval standard and serves to provide a basis for the work of the Review Team.

Interim Report - A report from the institution between scheduled reviews that may be requested by the Review Team or VSBPE if it is determined that closer monitoring and/or support of the educator preparation program is needed.

Level I Licensure Portfolio - The portfolio prepared by all candidates for initial licensure. Specific directions/information about this portfolio is included in the ROPA manual. Portfolios from various levels, as well as completed final portfolios with evaluations (scores and comments), must be available for the Review Team's perusal during an approval visit.

NEASC (New England Association of Schools & Colleges) - A regional accrediting association for all levels of education, from pre-K to the doctoral level.

Rejoinder - After receiving the final report from the Review Team, the institution may prepare a document that responds to the concerns of the Review Team. Challenges to specific findings of the Review Team as well as concerns about the visit may be part of the rejoinder. (See Appendix E for samples.)

Review Team - The group of educators who review the Institutional Portfolio and visit the institution for the ROPA visit. The composition of the team is determined by the VTDOE) with approval of the institution and the VSBPE. VSBPE policy provided specific guidelines for the selection of team members. (See Appendix F)

ROPA (Results Oriented Program Approval) - An outcomes-based program approval process instituted by the VSBPE to evaluate and approve educator preparation programs at the undergraduate and graduate level and alternate routes to licensure.

VT SBE (Vermont State Board of Education) - This board has supervision over, and management of, the department of education and the public school system, except as otherwise provided by law.

Self-Study - The internal program review conducted by the higher education institution or alternate route to licensure.

Stipulations - The Review Team may recommend stipulations for the improvement of the institution or individual programs. Stipulations are issued when the team has a serious concern (s) that needs be addressed a particular way within a particular time frame.

Strength in the Endorsement - The Licensure Portfolio requires that candidates demonstrate strength in their endorsement area. It should be noted that this refers to both content knowledge and pedagogy for the specific endorsement.

Substantive Change - Any significant changes to the practices or policies of the educator preparation program and/or the institution must be submitted in writing to the VSBPE. If there is a question as to whether or not a change meets the criteria of “substantive change,” consultation with the VTDOE is recommended.

Two-Year Report - Within two years of the acceptance of the full program report of the Review Team by the VSBPE, the institution is required to submit a Two-Year Report. This report describes progress relating to each of the program approval standards that were determined to not *meet standard* in the full-program review. Additional specifics regarding this report are described within the Design Document.

VSBPE - The Vermont Standards Board for Professional Educators is responsible for overseeing the program approval process (ROPA). The Higher Education Committee of this Board reviews all program review reports, meets with Higher Education and Review Team representatives, and then makes recommendations regarding approval of programs to the Standards Board.

VTDOE - The Vermont Department of Education works closely with the VSBPE and the higher education institutions throughout the ROPA reviews and follow-up. The ROPA Consultant at the VTDOE plays an important role throughout the process.

Vermont’s Framework of Standards and Learning Opportunities - The Vermont Framework is meant to improve student learning by providing a structure from which standards-based district, school, and classroom curriculum can be developed, organized, implemented, and assessed. A complete copy of the Framework can be accessed at the following address: <http://education.vermont.gov/new/html/pubs/framework.html>